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Little French Refugee Girl Arriving in Geneva as Guest of Swiss Red Cross  
See Page 10

# • *The American Teacher*

JANUARY - 1944

AMERICAN FEDERATION OF LABOR  
Washington 1, D. C.

December 1, 1943

IMPORTANT  
LEGISLATIVE BULLETIN

To the Officers of  
National and International Unions,  
State Federations of Labor,  
City Central Labor Unions,  
and Directly Affiliated Local Unions:

Dear Sirs and Brothers:

I am writing requesting that you communicate with the United States Senators from your respective states urging them to support subsidy legislation in order to prevent inflation and control the cost of living. Such legislation is pending in the United States Senate and will be acted upon within the near future. For that reason it becomes necessary that you act upon this request immediately.

The cost of living is soaring, while wages are being stabilized. Inflation follows soaring prices. The only way to avoid inflation and protect the wage earners of the nation is through the establishment of rigid price control and the payment of subsidies where necessary in order to stimulate production. The American Federation of Labor has steadfastly demanded that food prices and other items which enter into the cost of living shall be rolled back and stabilized on a basis conforming with wage standards which prevailed on September 15, 1942. Such action was ordered by the Congress of the United States. The only way this can be done is through a reduction in the prices of food and other items which enter into the cost of living.

The Office of Price Administration is clothed with authority to take such action. However, in order to accomplish this purpose and stimulate production it becomes necessary that subsidies be paid producers in order that production may be facilitated and an adequate food supply be furnished the people of the United States. There is no other way through which this objective can be reached.

Wire and write your United States Senators urging them to support subsidy legislation as recommended by President Roosevelt. It is urgently necessary that the officers of all organizations affiliated with the American Federation of Labor and the individual members of American Federation of Labor Unions write or wire their United States Senators calling upon them to support subsidy legislation, as herein requested.

Fraternally yours,

MR  
OEU 20732  
A.F. of L.

(Signed) WILLIAM GREEN  
President  
AMERICAN FEDERATION OF LABOR

# The American Teacher

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The American Federation of Teachers

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AMERICAN FEDERATION OF LABOR

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JANUARY, 1944

## 55 New Locals in 1943

In the organization of new locals, 1943 was one of the best years in AFT history, for 55 new locals were added in that period. Those not already listed in the AMERICAN TEACHER are as follows:

East Liverpool Federation of Teachers, 774

East Liverpool, Ohio

Irvington Federation of Teachers, 775

Irvington, New Jersey

Long Beach Federation of Teachers, 776

Long Beach, California

Mobile Federation of Teachers, 777

Mobile, Alabama

Carteret Teachers Union, 778

Carteret, New Jersey

Normandy Public School Teachers Union, 779

Normandy, Missouri

Peoria Federation of Teachers, 780

Peoria, Illinois

Kingston Teachers Federation, 781

Kingston, New York

Carver Federation of Teachers of Mobile, 782

Mobile, Alabama

Lorain Teachers' Union, 783

Lorain, Ohio

St. Cloud Federation of Teachers, 784

St. Cloud, Minnesota

South Bergen County Federation of Teachers, 785

South Bergen County, New Jersey

Ashtabula Teachers Association, 786

Ashtabula, Ohio

Henderson County Federation of Teachers, 787

Henderson County, Kentucky

Zanesville Federation of Teachers, 788

Zanesville, Ohio

San Antonio Federation of Teachers, 789

San Antonio, Texas

East Orange Teachers Union, 790

East Orange, New Jersey

Moline Federation of Teachers, 791

Moline, Illinois

# Federal Aid Campaign Continues

The question of federal aid to education continues to be before us. S. 637 has been referred back to committee but as H.R. 2549 it may have hearings in the House. Teachers understand the dire need for federal aid in certain parts of the country, but few have given critical attention to the form and exact content of the bill which has been offered.

The chief purpose of any federal aid bill should be to *supplement* the present salaries of teachers in communities which, because of their inability to pay adequate salaries, are forced to offer sub-standard schooling. Any federal aid bill, therefore, should guarantee that teachers' salaries in such communities will be increased sufficiently to make possible better schools. **No amount of federal aid will insure a really good school system unless adequate salaries are provided.**

A great weakness in S. 637, however, is that although it requires the states receiving federal funds from the permanent appropriation to maintain a *total* educational budget equal to that of 1942, it does *not* require the maintenance of even present salaries. *The federal funds could be used entirely for purposes other than salaries.*

There is still another loophole. The state is not required to maintain its total 1942 budget if the failure to do so is due to "circumstances over which the state has no control, and if failure is not due to action or failure to act by the legislature or executive authorities of that state."

Obviously, a reduction of the state's income as a result of federal action is not due to action of the state legislature. Therefore, when the federal government's present wartime grants or rental fees, etc., to a state are reduced, the cut in the state's revenue will not be due to any action of the state legislature and hence the state could legally cut salaries and yet receive federal aid.

Yet even if each state maintained the state budget for education, it must be remembered that nowhere does the *state* carry the full burden of providing for teachers' salaries. The state's contribution to city, county and other subdivisions varies from approximately 10% to 60%. Under S. 637, school districts could legally continue to pay teachers \$500 to \$1,000 a year and still receive federal funds.

It is true that the part of the bill concerning *emergency* grants provides that the state shall pay the "average annual salaries paid as of February 1, 1943." But the bill provides also that the state may be relieved of the responsibility of maintaining its share in the salary schedule if its revenue is reduced or "there are extenuating circumstances as set forth above."

Furthermore, what will happen if the *state* maintains its share in the salary budget but the *county or city or other subdivision of the state* does not maintain its share? In most parts of the country the greater part of school funds comes not from the state but from subdivisions of the state.

These points here raised regarding what the language of S. 637 *actually provides* indicate the need for professional and lay critical analysis of any and all federal aid bills. We may well ask, "How much increase in pay will the lowest paid teacher in any state actually get out of a bill like S. 637 which permits the state to remove her entire state salary when the state receives federal aid?"

How much increase in pay will the rural teacher, who is politically inarticulate, get when under S. 637 her independent school board may, actually, drastically reduce her pay and "leave it to Washington" to make up the difference?

In the NEA bill there is a clause which protects the right of the Negro to share in the *federal* grants made to the state, but one may well ask what that guarantee is worth when the state is not required to preserve the present salary schedule for the Negro or the white teacher, and federal money may be used under this bill to replace rather than supplement state money, for any part of the present schedule.

Should there not be some *guarantee written into the law* that the federal grants should *supplement* existing salaries and that the federal funds may not be used to *replace* state and local appropriations for salaries? The AFT has declared that there should be statutory protection for the teacher in the bill; other teacher groups seem to differ on this point.

\* \* \* \*

The AFT urges immediate *emergency* aid simply and definitely on a basis of *immediate relative need*. It does not want the *emergency* program tied to a discussion of a *permanent*



program, especially when the permanent program under consideration makes it possible for the state and its subdivisions to be relieved of maintaining present salaries.

As for a *permanent* program, the AFT favors legislation providing federal aid to be equitably distributed among the several states on a basis of relative need and in such a manner as to as-

sure the use of federal funds within the state to equalize educational opportunities, to promote the professional status of teachers by protecting salaries and increasing them where they are inadequate, and to promote educational opportunities and growth for all persons within the state, from nursery schools through adult education levels.

## What Actually Happened to S. 637 and Why

An attack is being made on the AFT and its Washington representative since S. 637, the bill providing for federal aid for education, was referred back to Committee by the Senate, following the adoption of the Langer amendment.

So that teachers may know what is involved in the attack it is well to state some facts.

1. Since 1917, when Samuel Gompers opened the fight for federal aid for vocational training, the AFL, the parent body of the AFT, has worked actively for the federal aid principle and has a record of real achievement in this field.

2. In 1942, a conference was held at AFL headquarters by the AFL permanent committee on education, to implement federal aid in terms not only of the *need* for such aid but also of what could reasonably be expected to be enacted in the near future. Present at the conference were representatives of various educational groups, including the AFT, the NEA, and the American Council on Education.

At this conference a set of principles for permanent federal aid was presented and agreed upon unanimously except for the NEA delegation. The NEA proposals were not acceptable to the other representatives, nor did the other representatives believe that the NEA proposals had any chance of being enacted. It was pointed out, furthermore, that if a federal aid bill should be introduced and *not* passed, the chances of securing emergency aid—which had a reasonable chance of enactment—would be seriously jeopardized.

Despite the advice from veteran members of the AFL, which had been largely responsible for the enactment of nearly all important social legislation in the last quarter-century, the NEA chose to present S. 637 and initiate a national

publicity campaign for the purpose of enacting it. The results show that the AFL advice was correct.

3. In its publicity campaign, the NEA sought the support of the AFL by appealing to William Green. In accordance with the principles of organized labor, he referred them to the education committee of the AFL which, in turn, referred them to the AFT.

A conference was then arranged and held at NEA headquarters, with representatives from the NEA, the AFL, the CIO and the AFT. Here a sub-committee was appointed to work out a joint bill which could be supported by all groups concerned. At a sub-committee meeting an agreement was reached that the NEA would introduce a bill in the Senate but not in the House, and that the AFT would introduce a bill in the House but not in the Senate. It was agreed that, following the public hearings, representatives of the groups supporting the principles of federal aid would seek to work out language acceptable to all groups.

Contrary to the agreement worked out by the sub-committee, however, the NEA presented a bill both in the House and in the Senate.

4. The AFT was never satisfied with the language of S. 637, for the reasons set forth in the preceding article and in the October, 1943, issue of the *AMERICAN TEACHER*. The printed hearings on the bill held last April confirm this fact and show the formal position of the organizations concerned.

5. At the last AFT convention the membership was informed that a poll of the Senate and the House showed that no bill containing the language of S. 637 could be passed. The AFT and AFL have urged a full and frank discus-

sion of the differences in principles of administration advocated by each of the many groups involved.

The NEA has focused attention on the need for federal aid and not on the way in which it is to be given. The AFT, having pointed out this need for many years and believing that the need was understood, has focused attention on the conditions and methods under which it should be given.

6. When S. 637 was called up on the floor of the Senate last October, a re-check was made of the poll of the Senate on the bill. There were not enough votes pledged then to assure passage of the bill.

#### SEVERAL AMENDMENTS OFFERED

7. Because the language of the bill make it possible for the states to use federal aid to *replace* state salary appropriations and not to *supplement* them, the AFT legislative representative prepared a number of amendments to correct the grave errors in the pending bill, and approached a number of senators regarding them. The senators who favored the legislation said frankly that they preferred not to get into a controversy over the bill, because "amendments would help keep the bill before the Senate longer, and as there's no chance for favorable action on this bill, at this time anyhow," they simply wanted to discharge their responsibilities and cast a vote. Senators who opposed the bill refused to offer amendments, because the offering of amendments showed support of the principle of the bill itself, they felt.

Nevertheless, because the AFT does support the principles of federal aid, its representatives gave a number of senators copies of amendments which would bring the language of the bill more nearly in keeping with the avowed purpose of the bill.

a.—The first amendment would require the states, as a condition for receiving permanent federal aid, to *preserve at least present salaries for every teacher in the state*. The amendment would assure the use of federal funds to *supplement* present salaries, not to *replace* state funds.

b.—The second amendment would require that the states use not less than 50% of the federal money granted them under S. 637 for teachers' salaries.

c.—The third amendment would require the states to maintain their present total educa-

tional budget even if and when the federal government would cut the wartime grants now paid to the states in the form of rentals and other special grants occasioned by the war effort.

d.—The fourth amendment defined the term "teacher." After it had been pointed out that S. 637 did not protect salaries, the NEA supported an amendment defining "teacher" as an administrator or supervisor as well as a teacher. The AFT legislative representative urged that a teacher be defined as a person engaged in instruction in any subject authorized in the school curriculum. She did this because she felt that the school administrators were not a part of that group receiving the small "sub-standard salaries" referred to in the federal aid campaign.

8. None of the amendments suggested on behalf of the AFT was ever voted on by the Senate. Neither was S. 637 itself.

9. In the course of the debate an amendment was offered by Senator Langer to remove discrimination against the Negro in the field of education, in the states accepting federal aid for education. The Langer amendment was accepted by a small margin, some senators who favored S. 637 and some who opposed it voting for the amendment. After the Langer amendment was adopted, the motion was made to refer the bill back to Committee. Many senators who had actively supported the bill before the Langer amendment was adopted would not support the bill with the amendment in it, and so the bill was referred back to Committee.

10. After this happened a report was sent out attacking the groups and individuals who had differed with the NEA, not on the purpose of the bill, but on the language of the bill and the tactics used in supporting it.

#### STUDY THE BILL ITSELF!

No attack on any individual can alter the facts involved. *The facts are inherent in the bill itself and can best be ascertained by reading the bill* as it was sponsored by the NEA and then reading the amendment offered by the AFT legislative representative.

It is interesting to note that the AFT is not the only organization which supports the principle of federal aid but believes that S. 637 has serious weaknesses. The National Congress of Parents and Teachers supported the principle of federal aid but did not support S. 637.

## President's Page

### Higher Salary for Men Teachers?

Here and there about the country we hear of salary proposals involving higher pay for men teachers. In Massachusetts, one city recently adopted such a proposal elevating salaries of men \$600 above those paid to women. Not long ago a teacher proposed that the Cleveland Teachers Union should advocate salaries for heads of families based upon the number of dependents involved.

At first thought such proposals seemed to have great merit on the theory that as a matter of sound economics and social well-being society owes to heads of families a larger income than it does to those individuals without dependents.

However, unless all wage earning in all fields were similarly catalogued, how could we justify such discrimination? When, in place of a system based on equal pay for equal training and service, we substitute a system based upon rewarding biologic fertility, we are approaching absurdity.

In the Massachusetts instance the state tenure law is so weak that the Massachusetts State Federation of Teachers is endeavoring to secure enactment of a sound and effective tenure law really guaranteeing to the teachers of Massachusetts security in employment. The men teachers, now enjoying a larger income than the women teachers in the city referred to, might well ponder what their position will be should another wave of declining school revenues engulf us.

Who would be dismissed first in an economy drive? Who always are first to be dismissed when the budget must be reduced? Not the low salaried groups whose dismissal means little, but the highest salaried employees whose aggregate earnings are really significant. The women teachers would be secure; the higher paid men teachers would be the first to lose their positions.

Would the present weak Massachusetts tenure law protect them? No. Would political influence and personal friendship with local board members protect them? Nothing is so variable as political tenure—one election could remove every

friend now on the board—and leave the men teachers devoid of political, personal, and tenure protection. The salary differential now so attractive is their greatest danger in times of retrenchment.

The greatest security possible in that city for the men teachers is for them to secure elevation of all salaries to the present level paid to men and for them to affiliate with their local teachers' union to aid in securing the enactment of a tenure law really guaranteeing security of employment to the teachers of Massachusetts. Such legislation should embrace the right of the teacher to official notification of dismissal indicating the specific charges on which it is based, the right to a public hearing before the board, and the right to appeal the board's decision to a court of competent jurisdiction for final decision. It should permit dismissal only on the grounds of proven incompetency, gross immorality, or persistent and deliberate violation of reasonable regulations of the board.

What hope is there in a period of depression for employment of men teachers in that city under the present salary provisions? When driven by necessity to retrench and curtail, whom will that board employ? Obviously, the lowest salaried candidates, women teachers, if you please—at a saving of \$600 per employee. Thus the ratio of men to women teachers in that city would be further reduced at a time when sociologists and criminologists tell us that a more balanced ratio between men and women teachers is imperative to aid in checking juvenile delinquency.

Against these discriminatory types of salary proposals stands the American Federation of Teachers in its traditional advocacy of single salary schedules—equal pay for equal training and service. Sex is a poor substitute for service and competency as a salary determinant. The American Federation of Teachers is a fraternity of men and women teachers interested in building a better school system for the youth of America and in developing nation-wide sound systems of employment, salary schedules, tenure, and working conditions for the teachers. Let us strive to elevate salaries to meet increased living costs on the basis of uniform pay for service rendered and strive for the good of all. May we never yield to the temptation to place the good of the few over that of the many—surely "democracy in education" demands concern for the welfare of all.

JOSEPH F. LANDIS



## Secretary-Treasurer's Page

### The Proof of Professionalism

By IRVIN R. KUENZLI

It is something of a paradox that certain non-union teachers' organizations, which are neither basically democratic nor truly professional in their structure and *modus operandi*, are proclaiming that they are the only *professional* organizations in the field of education in the United States. Some of these organizations have joined in the nationwide drive against organized labor, in an attempt to stop the rapid growth of the American Federation of Teachers. The argument is frequently used in this campaign that it is unprofessional for teachers to affiliate with the labor movement. These organizations make no reasonable explanation as to why such affiliation is unprofessional or, in fact, as to what constitutes professionalism in a democratic society.

If American education is to render the best possible service in winning the war and planning the post-war world, serious consideration must be given to those qualities of professionalism which lead to functional as well as theoretical democracy in education. The education program adopted at the 1943 convention of the American Federation of Labor in Boston stated in part:

"... We recommend that, in building the post-war society, American educators make available to all conquered countries as well as to our allies whatever helpful assistance they may render out of the educational experience of our democracy. In order that American education may render its greatest possible service to our Nation and to the post-war world, we urge that every schoolroom in America be made a living laboratory of democracy. Hundreds of American school systems are operated as almost exact counterparts of the Fascist states of Europe. If America is to point the way to a successful and peaceful democratic society in the post-war world, we must first of all 'place our own house in order' and democratize those school systems of America which operate on a totalitarian basis."

At a time when the Nation is waging all-out war in defense of democratic government it must be assumed that any teachers' organization which is not basically democratic in structure and operation is unprofessional. What, then, are the fundamental principles by which the true professionalism of a classroom teachers' organization may be determined? There are three important

and closely related tests which may be applied.

1. Is the organization completely free from administrative domination and controlled by classroom teachers, who do the actual work of teaching, and who constitute the great majority of the members?
2. Does the organization have sufficient strength to provide better educational facilities for children and proper working conditions for teachers?
3. Is the membership voluntary and entirely free from pressure of administrators to compel or persuade teachers to join?

It is a sad commentary on American education that few teachers' organizations, outside of the AFT, are able to qualify as professional under these three tests. All too frequently so-called professional teachers' associations are undemocratic because they are controlled directly or indirectly by the administration. Administrators often attend meetings of such organizations to prevent teachers from discussing freely their professional problems. In many school systems programs initiated surreptitiously in the offices of superintendents of schools are presented by stooges in association meetings. In some organizations principals are actually instructed to sit with their teachers to intimidate them and prevent free discussion. In many instances meetings of the teachers are held only when called by the superintendent or with his permission.

Ineffectiveness in solving the professional problems of classroom teachers is the logical result of administrative control of teachers' associations. The principle involved is exactly the same as that of management-controlled organizations or "company unions" in industry. The real purpose of such organizations is to prevent the formation of unions which have power to act and bargain, instead of merely adopting resolutions and making nebulous statements. It is probable that no large group of workers in the Nation today is so afflicted with "company unionism" as the teachers in the public schools. This situation is especially deplorable in view of the fact that company-controlled organizations of employees are illegal under the Wagner Labor Relations Act. Doubtless "company unionism" is responsible more than any other cause for the fact that the majority of the Nation's teachers receive less than \$1500 per year and that thousands of them receive less than one half that amount.

"Company unionism" interprets professionalism as the willingness to accept the nobility of the profession in lieu of adequate compensation for highly skilled work requiring college training. The great majority of the teachers of America



have far to go before they raise their economic status to that of other skilled workers who are organized in the labor movement. This is the price which teachers have paid for the undemocratic conception that they are too professional or too good to associate on a fraternal basis with the parents of their children. One of the active leaders in the Chicago Teachers' Union expressed this thought tersely when she said: "I got an entirely new conception of professionalism the first time I had to borrow money from a loan company to pay a doctor bill."

In the battle for "democracy in education and education for democracy" the nationwide practice of enforcing membership in non-union organizations—through administrative pressure—should be eliminated once and for all. If employers in industry are subject to prosecution under federal law for bringing pressure on employees to join or not to join certain organizations, certainly similar practices by administrators in the teaching profession should constitute grounds for dismissal. Membership campaigns and 100% drives—instigated by the administration rather than by the classroom teachers—are serious violations of professional ethics and of the basic principles of American democracy.

The American Federation of Teachers may justly be proud of the fact that it is the only national classroom teachers' organization which can qualify as a truly professional organization in relation to education in a democratic society. The organization is fully controlled by classroom

teachers and is not affiliated with any employer-controlled group. Superintendents, as employers, are not eligible to membership and other administrators are admitted under conditions which safeguard the rights of classroom teachers. The national organization is powerful because it is an inherent part of the American Federation of Labor, which is thirty times as large as the largest teachers' organization in the Nation. Local AFT organizations multiply their strength many times by affiliation with thousands of other workers in the community.

Teachers who are members of the AFT are also members of a national organization of more than 6,500,000 members—an organization which has a rich tradition in support of education and a current program of education unsurpassed by that of any educational organization. In contrast to the general ineffectiveness of non-union teachers' organizations in legislative matters, the AFL has been largely responsible for nearly all important social legislation during the last decade. Much of this legislation is directly related to the public schools. Finally AFT membership is voluntary and not based on pressure from administrators who have power to hire, fire, and rate classroom teachers. The AFT is distinctly professional because it exemplifies in structure and operation the basic principles of American democracy and because it has an outstanding record of achievement in providing better educational facilities for children and proper working conditions for teachers.

## Ask Teachers' Aid in Fight Against Infantile Paralysis

OFFICIAL records of The National Foundation for Infantile Paralysis show that most of the more than 12,000 cases of poliomyelitis reported in the United States during 1943 involved children between the ages of five and fifteen. Many of them will still be patients in 1944, and some for years thereafter.

To aid the National Foundation in its Annual Appeal for funds, January 14 to 31, to care for those afflicted and continue its important research program seeking the cause, cure and prevention of infantile paralysis, there are several ways in which schools and school children can cooperate. This year's suggestions include:

1. Dedication of an "Infantile Paralysis Week" during which special events will be held and children will help distribute the President's Birthday Greet-

ing Cards, collection boxes, posters and other matter. These can be secured from the local Chairman of the Appeal or local Chapters of the National Foundation throughout the United States.

2. Hold inter-class or intra-mural poster and essay contests based on the fight against infantile paralysis.

3. Dramatic programs and recitations in school auditoriums. A play-writing contest could be held with an appropriate prize going to the child writing the sketch which best presents the story of poliomyelitis and the part the National Foundation plays in overcoming the dread disease. Present the prize-winning sketch in the school auditorium and have the box office receipts turned over to the National Foundation.

4. Evening programs in auditoriums featuring talks by local doctors or nurses, advising parents of the symptoms of infantile paralysis and describing the action to be taken when those symptoms appear.

5. Hold a bazaar in the school auditorium with

the children offering for sale articles made by themselves in sewing or manual training classes, the proceeds to be turned over to the National Foundation.

6. Let "Infantile Paralysis Week" be a "Do Without Week." Place a special box in each class room and suggest that the children do without such luxuries as candy, ice cream, movies, etc., and each day drop the money they would have spent on these things in the "Do Without Box." Let the class turning in the largest "Do Without" receipts in addition to regular donations to the National Foundation have a place of honor in the school auditorium during some event such as dramatic programs suggested above.

7. Ask some local personage or organization to offer a prize of War Stamps or War Bonds for the child who does the most for the school drive, such as soliciting donations, making items to be sold at bazaar, or selling tickets for special events. If no

prize is offered, allow the child to speak in the school auditorium, or arrange with a local radio station to allow him to broadcast during the Appeal.

It is suggested that schools cooperate to the fullest extent with the National Foundation during its Fund-Raising Appeal to carry on its important work. Polio strikes without rhyme or reason, rich and poor alike, the healthy as well as those under-nourished and in poor physical condition.

**JOIN THE MARCH OF DIMES**  
**FIGHT INFANTILE PARALYSIS**  
**JANUARY 14-31**

## Teachers and Children in France Today

From an article in the "Schoolmaster and Woman Teacher's Chronicle," the organ of the National Union of Teachers of England.

**T**HE school teachers of occupied Europe see closer than almost anyone else the full tragedy of the war and Nazi occupation. They see it as it affects the children under their care, the hardest hit of Europe's population.

Reports from French teachers reaching this country show what is happening to thousands of schools, and are often very vivid and moving. They reveal on the one hand the ravages wrought among the young generation, and on the other the countless difficulties of the school master or mistress today through excess of restrictions, shortage of material, lack of books, and, above all, the condition of the majority of children themselves, thanks to Hitler's New Order.

### Children the First Victims

Children are the first victims of the hunger, cold, illness, enemies prowling on every side in France today; though parents are heroic, often giving up half their own meager rations and coupons to feed and clothe the children, this is not enough to compensate for the vitamins, warm clothes and heating which are universally lacking.

The child suffers even before its birth from the mother's being undernourished and unable to provide the necessary calcium and protein to build its teeth and bones; as an infant it gets inferior milk, again owing to the undernourished mother, or to the present poor quality of cow's milk; as a toddler it is not getting body-building foods, unobtainable today, and the result is a tendency to rickets, spindle-shanks, and pot-belly among

small children.

Children of school age are universally thinner and lighter than in 1939, loss of weight being estimated at between 4 to 6 lbs. in a year, just at the age when they should be gaining; and with loss of weight goes hernia, skin diseases, bad teeth, and faulty eyes; conjunctivitis and scabies, formerly practically unknown in French schools, are very common today. Blood conditions are shocking: scratches rapidly fester and become serious wounds, and what would formerly have been simple bruises tend to develop into fractures.

Teachers have noticed the very serious effect of the undernourishment on the children's mental state; it is impossible to get children to concentrate for more than 5 to 7 minutes, whereas the normal length should be from 20 to 25 minutes. Memory does not register, and even the most intelligent children do not remember names and dates as they should; progress is slow among the brightest. An unwillingness to make any mental effort is noticeable; and a sign of lack of resistance is a tendency to tell lies for no particular reason.

Added to the physical difficulties of the school child are the preoccupations, troubles and tragedies of home life. There is hardly a child who is not affected in some way, and a strain put on it mentally and emotionally; *les enfants* are used by their harassed parents to do errands and even carry on black market activities, queuing for

hours on end at the expense of school time.

### Morale Still High

It is strictly forbidden in the official Vichy curriculum to mention politics, history, or anything approaching such "dangerous" subjects. Most of the pre-war textbooks have been suppressed and replaced by safer ones, but in spite of every effort of M. Abel Bonnard, the Minister of Education, the classes given are very much the same as before. The great majority of teachers are prepared to go against the regulations, and keep on teaching out of Republican textbooks. In spite of elaborate programs of intensified physical training for boys and domestic classes for girls, nothing has changed; sheer lack of stamina among the former, and want of materials for the latter, are partly the reason, but the chief one is the determination of the teachers not to let their charges grow up into young Nazis. They find a ready echo in their classes.

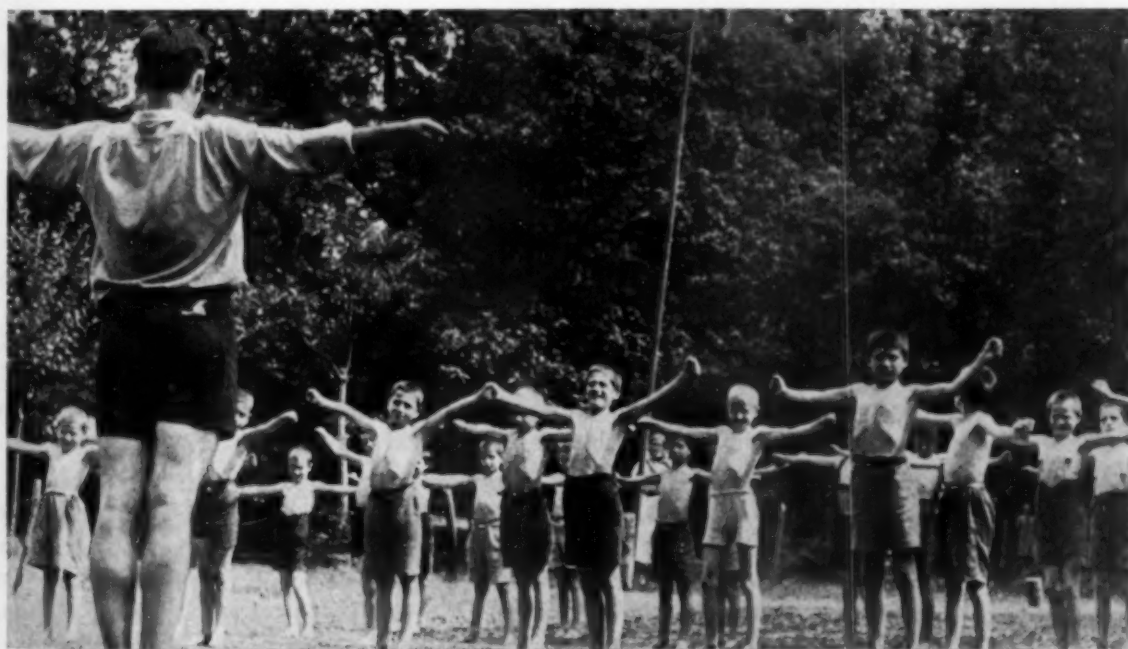
The chief obstacles to doing any educational work in schools are those already mentioned, of physical weakness, of cold classrooms, or of lack of space—the Germans having requisitioned whole school buildings and forced two or three schools to telescope their classes into ones of 60 and 70 children. Another great difficulty is that of writing books and paper, so acute that the teachers have been officially recommended to take "almost entirely oral classes."

Nevertheless the standard of teaching is high,

according to all accounts; and teachers who have arrived here report that the spirit of the children, the awareness of the situation around them, the fervent faith in victory and hatred for the Germans, are evident everywhere, and are most remarkable and stimulating. One mistress mentioned a small pupil of hers, aged 6, who stood in the middle of the road, forcing a lorry load of German soldiers to draw up; then turned proudly to his friends: "The Boches said nobody could stop them—I stopped them!"

In one school there was a serious upheaval because one small boy organized an ink-bottle throwing competition, the object being to hit the German sentry outside in the street; the child who splashed the field-grey helmet with purple ink was a real hero. The German authorities demanded the expulsion of several children, who felt themselves that it had been well worth while!

These acts are not unusual: they are typical of the spirit of the children of France, in spite of their privations and hunger, as reported by their teachers. But their teachers also stress another point: how long will this spirit last, how long will they be strong and well enough to play their practical jokes? With millions of others in occupied Europe, school teachers pray and long for the landing of the Allies and the liberation of their country, the end of the torture and slow death of France and her children.



Gymnastic Class in a Swiss Camp for Serbian Children



## Discipline in Russian Secondary Schools

**N**EW regulations covering the behavior of students in the senior classes of Russian secondary schools became effective with the beginning of the school year 1943-44, according to the *Uchitelskaya Gazeta*, an official publication of the Department of Education of the Soviet Union.

These twenty regulations are listed on a card which each student from the fifth to the tenth class is required to carry with him. The regulations are printed in the December 1 issue of *Education for Victory*, U. S. Office of Education, as follows:

1. Perseveringly and persistently master the educational objectives in order to become an educated and cultured citizen and to contribute as much good as possible to the Soviet Fatherland.

2. Study diligently, attend all classes regularly, and be on time for lessons.

3. Obey unquestioningly the orders of the principal of the school and the teachers.

4. Come to school with all the required textbooks and other necessary equipment. Prepare everything necessary for the lesson before the appearance of the teacher.

5. Come to school clean, combed, and neatly dressed.

6. Keep your desk in school clean and neat.

7. Enter the class immediately after the bell and take your place. Enter and leave the class only with the teacher's permission.

8. Sit straight during the lesson, neither lean or sprawl; listen attentively to the teacher's explanations and students' answers; do not talk and do not occupy yourself with irrelevancies.

9. Arise and stand at attention upon the entrance either of the teacher or the director of the school

and on their exit from the class.

10. Stand straight when answering the teacher, and sit down only with the teacher's permission. When you wish to answer or to ask a question raise your hand.

11. Write down accurately in your record book, or your special notebook, what is assigned by the teacher for the next lesson and show your record book to your parents. Prepare all your lessons by yourself.

12. Be respectful to the principal and the teachers. In meeting the principal and the teachers away from the school, greet them with a polite bow, boys removing their hats.

13. Be polite to older people; be modest and well-behaved in and out of school and in public places.

14. Do not use abusive and coarse expressions; do not smoke. Do not play games for money or other valuables.

15. Take good care of school property. Be careful with your property as well as with the property of your comrades.

16. Be attentive and obliging to older persons, small children, to the weak and the sick; give them your seat in a street car or in a bus, and help them in every way possible.

17. Obey your parents, help them, and take care of your younger sisters and brothers.

18. Keep your room clean; keep your clothes, shoes, and bed in order.

19. Have your student's card with you at all times; take good care of it, do not give it to anybody, and present it at the request of the principal and the teachers of the school.

20. Guard the honor of your school and your class, as your own property.

For violation of these regulations the student may be punished to the extent of expulsion from the school.

## Detroit Institute Presents Noteworthy Program

The Detroit and Wayne County locals of the AFT sponsored a program of unusual interest at their Fourth Annual Institute, held in Detroit recently. The Institute is an open public forum at which members and non-members alike are free to discuss their views without censorship. This year's sessions set a new high in interest and attendance.

The Thursday evening meeting featured the University of Chicago Round Table. Participants were Henry Bloch, economist; Allison Davis, social anthropologist; and Walter Johnson, historian.

The subject of the day was "Education Faces Forward."

The Friday deliberations were divided into eight discussion groups, the highlights of which were presented in the December issue of the *Detroit Teacher*.

### 1. IMPLEMENTING THE GOOD NEIGHBOR POLICY

Genuine cooperation will prevail only when commercial relations become mutually beneficial to the peoples of all the countries concerned. The peoples of the Latin American nations are being victimized by some American firms, and very frequently war contracts offered by our govern-



ment turn out to be subsidies which strengthen dictatorial rule. Such contracts should have "strings" attached which would effectively guarantee wholesome labor practices on the part of those holding the contracts.

Mr. Ernesto Galarza, of the Pan-American Union, pointed out that the communities as well as the schools of this country should receive education regarding the plight of the Latin American peoples. He counseled that the very first need is the development of pressure on specific issues by a broad democratic cross-section of the United States. Mr. Galarza went on to say that democratic elements were not represented in the recent planning by the Inter-American Development Commission.

"This body," said Mr. Galarza, "with no labor representatives, has been making extensive and far-reaching plans for the industrialization of Mexico during and after the war, with very little regard for the welfare of the Mexican people."

## **2. PREACHING AND PRACTICING DEMOCRACY**

Teachers must be wary of allowing democratic procedure to turn into a free-for-all, as this is resented by the serious student, and may lead to a distrust of democratic processes.

The mere use of parliamentary techniques in a class must not be mistaken for truly democratic procedure.

Transition from an authoritarian to a democratic approach must be gradual, and requires extra effort on the part of the teacher to develop leadership in pupils and ability to handle democratic processes. Once the students feel that it is really their class, good order will not be lacking.

Training in the ideology of democracy should begin in the first grade.

Teachers must practice democracy as well as teach it.

Homogeneous grouping fosters the caste system.

## **3. FOR A BETTER SCHOOL PROGRAM**

The platoon system is a detriment to the child in the first three grades. It is impossible under this system to become sufficiently well acquainted with large numbers of children to guide them adequately.

Small classes, closer personal relationship between teacher and pupil, and better disposition of the retarded child are imperative needs.

The following recommendation was unanimously adopted: Be it resolved:

That this group urges that the Detroit Fed-

eration of Teachers give serious study to the problem of increased financial support for the schools. Basic to most teaching problems is the excessive size of classes. Relief here will go a long way toward eliminating other problems, including juvenile delinquency. The solution of the financial problem is the fundamental basis for the promotion of a better school program.

## **4. BROTHERS UNDER THE SKIN**

All teachers should know the basic facts of anthropology.

Any racial group is merely a physical type. There is no basic moral or intellectual difference. Personality traits are learned behavior, not inherited characteristics.

Too few teachers have the courage to fight for their convictions.

The following recommendation was adopted:

This group urges the inclusion in the curriculum of Wayne University and especially in the College of Education of a required course in the fundamental facts and fallacies of inter-race and inter-group relations.

## **5. CHILDREN ON THE LOOSE**

Class size should be cut to allow more individual attention to possible delinquents.

Teachers should get out into the homes of their pupils, so that they can see and understand the background that breeds delinquency.

Special reading materials should be developed for the older child who is able to do only very elementary work.

We must provide better homes and better environment before we can hope to eliminate delinquency.

## **6. EDUCATING FUTURE UNION MEMBERS**

Since unionism is and obviously will continue to be a part of American life, the schools must take into account the need for union education.

Recommendations included joint meetings of teachers and labor leaders to discuss union problems, a committee to survey available visual material on this topic, and greater use of U. S. government films.

## **7. PEACE FOR A FREE WORLD**

Teachers have a job to do in the community, as well as in the classroom.

They must fight for other things than wages and hours, pensions and sick-leave.

They should watch for and condemn Fascist political and economic tendencies.

The American Federation of Teachers should

continue to oppose racial discrimination by other AFL unions.

#### 8. PROBLEMS OF SUBURBAN SCHOOLS

Among the recommendations adopted by this group were:

1. Teachers should work for the consolidation of school districts where necessary to cut the costs of education and to improve the school program.

2. Authorities should consider more uniformity of tax assessments in the various districts; more self-help and less leaning on state aid by fifteen-mill-limitation districts.

3. Greater use should be made of existing high school facilities by enrolling students from smaller school districts, with the public accepting responsibility for transportation.

4. Need for federal aid should be studied.

#### Sound Good Neighbor Policy Outlined

At the luncheon meeting of the Institute Dr. Ernesto Galarza, of the Pan-American Union, spoke on "Hemispheric Unity." He pointed out that the defense frontier of the United States lies somewhere south of the bulge of Brazil, since the United States is compelled in the light of the improvement in death-dealing weapons to extend its aerial defenses well into the heart of Latin America. The successful implementation of this defense policy makes necessary the cultivation of loyalty of an enduring kind.

"In place of the imperialistic economic exploitation of the past which has not been entirely eliminated we must have a full utilization of the productive facilities of these nations. The time has definitely passed," Galarza continued, "when we may regard Latin America as a rich storehouse of raw materials to be tapped and exploited at will for the benefit exclusively of Western Europe or North America.

"If we're going to have a world that is differ-

ent for American men and women, how will it have to differ from present practices? First, it must go beyond merely exchanging European controlled cartels for equally restrictive American cartels, and the business philosophy which actuates them.

"Second, the United States must refrain from injecting into inter-American relations the venomous disease of racial prejudice and segregation. The racial intolerance preached by the Nazi regime is regarded by Latin Americans as less evil because it springs from political expediency than the intolerance in the United States which seems to them to come from the heart.

"American labor, under whatever banner it is organized, must make common front with those who toil in the sweated industries and fields of Latin America. They are giving unstintingly to the war effort; they are suffering terrific economic displacements—purchasing power so reduced that a whole day's frozen wages will barely buy a half pound of butter. Men have been shot down in the name of continental solidarity, because they dared to organize for collective bargaining, a right well recognized and taken for granted in the United States.

"Finally, the unity for which we are struggling must be one that insures the enjoyment of basic civil rights. Company store-ism must go. The respect for labor's rights, as American workers understand them, forms a sound basis for an economic program that will benefit the entire Hemisphere. Labor participation in inter-American agencies can insure constructive economic development as well as the strengthening of democratic ideals. The machinery that has thus far been set up for inter-American post-war planning does not envisage the participation of labor. Such cooperation is absolutely essential to the working out of the Good Neighbor Policy."

## Only 2 Out of 10 Americans Oppose Federal Support of Education

In spite of widespread discussion and agitation against "federal subsidization of education," only two persons in ten among the general public oppose such a measure, according to results of a recent nationwide survey by the National Opinion Research Center, University of Denver.

Almost eight out of ten Americans with

opinions (77%) approve federal aid to public education through the states. A few qualify their answers, and only 10 per cent of the public as a whole lack definite opinions on the issue.

Asked whether public school systems should be controlled mostly by the states or the federal government, three out of four persons with opinions (75%) believe the states should de-

termine educational policies. Almost all of these, however—67 per cent of the entire cross-section—still favor federal aid to state educational systems. Basic to all these attitudes is, doubtless, the fact that two-thirds (66%) of Americans with opinions agree that most public schools in the United States lack the financial resources they need to “do a good job.”

Trained interviewers canvassed a nation-wide cross-section of civilian adults, including the proper proportion in each geographical section, of rich and poor, young and old, men and women, farm and city dwellers, Democrats, Republicans, and non-voters. All were asked:

“Would you be in favor of or be against having the Federal Government turn over a certain amount of money to the states every year for their schools?”

	<i>All</i>	<i>Those with Opinions</i>
Favor	69%	77%
Qualified Answer	3	3
Against	18	20
Undecided	10	—
	100%	100%

The most striking difference of opinion on this question appears along political lines. More than twice as many Republicans as Democrats oppose federal aid to state public schools (30% to 14%). Sectionally, residents of the Midwest are most against the proposal, with 23 per cent of that group registering opposition, in contrast to a disapproving vote of only 11 per cent in the South.

Respondents were asked their reasons for attitudes on this issue. Of those favoring federal aid, most emphasized the need for equalizing educational opportunities, particularly between urban and rural schools and between the South and other sections. Some mentioned lower school taxes or higher salaries for teachers. A Baltimore housewife put it this way: “The important thing is to get the education for the child, regardless of where the money comes from.”

Of persons opposed to the idea, many suggested that there are too many federal taxes already, or brought up the issue of states’ rights—that centralization of educational control may be a dangerous thing. “We don’t want the government subsidizing our children!” Others

believe that the states are doing a satisfactory job now and further improvement is unnecessary.

A number of people in the South specifically mention educational segregation—that federal aid might lead to white and Negro children being educated in the same schools.

Most of those who qualified their answers specified that the federal government might provide the money, but the states must control the *actual spending* of it.

The same representative random sampling of the public was asked:

“Do you think that public school systems should be mostly controlled by the federal government, or mostly controlled by each state government?”

	<i>All</i>	<i>Those with Opinions</i>
Federal	21%	23%
State	68	75
Neither	1	1
Depends	1	1
Undecided	9	—
	100%	100%

“As far as you know, do all public schools in the United States have as much money as they need to do a good job?”

	<i>All</i>	<i>Those with Opinions</i>
Yes	29%	34%
No	54	66
Undecided	17	—
	100%	100%

The National Opinion Research Center is an opinion finding organization. As such, it simply reports the results of national surveys made by its personally trained staff of over 200 interviewers throughout the United States. The Center is an academic institution working under a grant from the Field Foundation and the University of Denver. There were 2,560 confidential interviews in this survey.

Additional copies of this report may be secured at two for five cents or twenty cents a dozen by writing to: The National Opinion Research Center, University of Denver, Denver 10, Colorado.



## AFT Members Take Prominent Part in Minnesota Labor Institute

About 200 delegates attended a two-day Labor Institute held at the University of Minnesota on Saturday and Sunday, December 11 and 12. The institute was held in cooperation with the Workers Education Bureau, of which AFT Vice president John Connors is director. This institute was the second educational conference sponsored by the Minnesota State Federation of Labor, the St. Paul Trades and Labor Assembly, the Minneapolis Central Labor Union, and the Minnesota College Teachers Local of the AFT.

Mark Starr, former AFT vice president, who very recently returned from a trip to England, was one of the principal speakers. He declared "that the day of paternalism and industrial dictatorship over labor is gone forever, that the postwar world will see a partnership of capital and labor despite many evidences of distrust." He chided most Americans for their fainthearted participation in the all-out war effort, declaring that "Americans have only dipped their toes into the ways of sacrifice, while in Britain and Russia the people are up to their necks."

"Some employers," he said, "talk about going back to 'the American way of life' and by that they mean the way of cartels and trusts and the grinding down of the workers. This war is not a detour. It is carving out a new road and when industry treats labor as an equal partner, labor will develop statesmanship."

He asserted that polls taken by Fortune Magazine and others showed that "53 per cent of the people fear labor unions and want to curb them; 15 per cent want to curb the communist organizations; 15 per cent want to curb the Bundist organizations, and 2.4 per cent want to curb the America Firsters."

He said labor is partly to blame for the fact that people do not know what the trade union movement really is. "Labor is partly to blame because it didn't have the sense to tell the farmers and others the truth."

Commenting on U. S. labor in politics, Mr. Starr said he did not think American labor could emulate British labor because the conditions that make for a successful British labor party are not met with here in the U. S. A. The British people, he said, are one in history, culture and temperament; we are many. It is one thing to organize a small island politically, and quite an-

other thing to organize a country of 48 separate islands. "U. S. labor is better off," he declared, "fighting the battle economically."

He warned labor not to be misled by the apparent legitimacy of the fine relations between labor and management, likening the present situation to a shotgun wedding with President Roosevelt in possession of the shotgun and directing the marriage ceremony.

George Axtelle, another former AFT vice president, now with the labor division of the War Production Board, Washington, D. C., was also one of the main speakers. He discussed labor's position in the postwar world.

Mr. Axtelle warned that the same conditions which created fascism in Europe are prevalent in America. Labor, he said, would find itself in a very unfriendly world at the end of this war, and minority groups will find themselves much worse off than they are at present.

"I hope we can avoid fascism in America in the postwar era, but a fascist world is the kind of world that seems to be coming on the scene," he said.

Pointing out that the "fortunes of labor are indissoluble with the fortunes of democracy," he declared organized labor must broaden its outlook and identify its welfare with the general welfare of the public.

"Labor must take the lead in stimulating and organizing public groups," he said, "so the public will learn from experience that it can look to labor to defend the public's interests." He also stressed his belief that individuals and groups which discuss subsidies and inflation show reluctance to face economic realities. He said labor should realize that intelligent and prudent buying is as important a factor in maintaining living standards as are wages and hours.

The institute was opened Saturday morning by R. E. Curran, chairman of the Joint Institute Committee, who introduced George W. Lawson, secretary of the Minnesota State Federation of Labor, and President Walter C. Coffey of the University.

John D. Connors, AFT vice president and director of the Workers Education Bureau, outlined the panel discussions.

On Sunday afternoon, representatives of business, agriculture, the judiciary and the clergy



spoke in praise and criticism of the trade union movement.

Rev. Wallace Robbins, of the Unitarian Church, praised labor for establishing itself on a higher social and economic plane, but charged it with losing sight of minority groups.

Charles Horn, operating manager of the Twin Cities Ordnance Plant, asserted business is still skeptical of the labor movement and has not yet been won over to collective bargaining.

Miss Junice Dalen, of the Minnesota Farmers Union, said the average farmer looks with envy and questioning at labor. She urged closer cooperation between labor and the farmer and expressed her faith that if the farmer can be made to understand labor's point of view he will recognize that his own economic welfare depends on the economic welfare of labor.

Judge Earl J. Lyons, of the Minneapolis Municipal Court, stated his belief that organized labor stands well with a majority of the people "because it has taken man out of slavery and put him on a plane with professional workers."

The round table discussions dealt with five

general topics. Each panel developed some lively debates.

In the panel on "Labor's Stakes in Political Action," some of the speakers urged the organization of a Labor Party. Others opposed it as impractical.

It was pointed out, in the panel on "Labor's Responsibilities in Public Relations," that labor must constantly be alert to public opinion and to any discrimination or unfair publicity.

"Trade Unionism and the Schools," was considered by a panel headed by Theodore Brameld. Members of this panel were Doretta McManus, Mrs. R. E. Rustad, Abel Norbeck, John Lackner and Madeline Long.

Another round table on "Minority Problems" discussed discrimination against all minority groups in the political, economic, social and religious fields.

"Consumers' Questions" was the topic considered by a group headed by Raymond Greengard, with Gertrude Vischer, Roland Vaile, Helen Canoyer, and George Axtelle.



#### ST. PAUL FEDERATION OF WOMEN TEACHERS CELEBRATES ITS 25TH ANNIVERSARY AS AN AFT LOCAL.

Grouped around the original application for their AFT charter are (left to right): Mrs. Helene Turula, president of the local; Irvin Kuenzli, AFT secretary-treasurer; Lettisha Henderson, AFT vice president; Florence Rood, a charter member, who served as AFT president for two years.



DR. WILLIS A. SUTTON

MISS IRA JARRELL

## Atlanta Labor Rejoices Over Appointment of Miss Ira Jarrell

The appointment of Miss Jarrell as superintendent of the Atlanta schools to succeed Dr. Willis A. Sutton, who has retired, has caused rejoicing among labor groups in Atlanta.

Miss Jarrell served eight years as president of the AFT local in Atlanta and has also been vice president of the Atlanta Federation of Trades.

In an article on Miss Jarrell's appointment the *Georgia Federation of Labor News* says:

"To Miss Jarrell and her intimate associates, her elevation to head one of the finest school systems in the South is a singular honor. To the large number of her friends and acquaintances both within the ranks of the organized labor movement as well as on the outside, this high honor reflects credit and affords for them a unique opportunity to rejoice in the realization that one of their active numbers had earned by actual deeds the respect and confidence necessary in order to be considered for this honorable position.

"To our mind organized labor in Atlanta has been paid a distinct honor, and yet it is labor that will be deprived of Miss Jarrell's matchless leadership ability, at least in an active capacity. However, every single member of the movement regards her selection to the highest office within the city's school system as an outstanding achievement, not so much for Miss Jarrell individually, but for the entire composite group identified with the Atlanta Federation of Trades as well as with the Georgia Federation of Labor.

"We speak with the full knowledge that her appointment to this high post is acclaimed by every single person in the organized labor movement, not merely in Atlanta and vicinity but in many parts of the State of Georgia, and other sections of the nation.

"That she will prove successful in this new position is a foregone conclusion."

## Work Accidents to Children Employed Illegally

From a recent issue of "The Child," published by the U. S. Department of Labor, Children's Bureau.

**I**NSPECTORS of the Children's Bureau and the Wage and Hour and Public Contracts Divisions of the United States Department of Labor are finding increasing numbers of children employed in violation of the child-labor provisions of the Fair Labor Standards Act. Here are some examples of children whose employment in violation of the protections set up by the Federal act resulted in serious injury or death.

A boy not quite 16 years of age was employed

by a lumber company on a truck, helping to load and unload a large metal press used for corrugating metal cornices, which weighed 1,500 pounds. While moving over a bumpy road the top-heavy machine toppled off the truck, knocking him over the side and killing him instantly. This boy's death resulted from his employment as a helper on a motor vehicle contrary to the 18-year minimum age for this work under Hazardous-Occupations Order No. 2 of the Children's Bureau.

A boy 13 years of age was employed, contrary to the 16-year minimum-age provision of the act, as a night watchman at \$2 a night, for

a 12-hour stretch, 7 nights a week, in a manufacturing plant. As night watchman alone in the plant he was also expected to oil and clean electrically operated machinery, including concrete mixers and a 4-foot roller for shaping wire. One night while he was operating the roller, a large door at the back of the machine interfered with the wire as it was ejected from the back. In attempting to force the heavy door away from the machine the boy braced himself by placing his right toes against the roller. His foot became wedged between the rollers, which began pulling his whole foot in. Attempting to pry his right foot free, he kicked at the roller with his left foot. It, too, was caught and dragged into the machine. Only after the third attempt to pull the switch on the wall was the boy able

to turn off the motor, his feet having been drawn into the rollers. Both feet were amputated to the instep.

A 14-year-old boy, employed by a company mixing fertilizers and ginning cotton in their fertilizer plant, was told that he could not continue with the company unless he worked on the delinting machine. One day while he was operating the delinter he was struck in the leg by a part of the machine known as the breast. The blow knocked him into the machine where the saws caught and mangled his left arm and slashed deep into his side. Although the boy called for help, it was too late, and he died as a result of his injuries. For work in such a manufacturing occupation the minimum age is 16 under the Fair Labor Standards Act.

## War Information for Teachers of Young Children

Special to the "American Teacher" from the American Library Association

**W**HILE American children are safe, at least at present, from the physical catastrophes of war, they are exposed to other dangers which teachers are recognizing and arming against. Many private and government agencies have turned their attention to the wartime problems of children. Many a teacher must have wished that there were some way of clearing the many publications which are of immediate value now, and which may be overlooked because so much is happening so quickly.

This has become the public library's wartime job. Public libraries have always been sources of material for teachers. But since the declaration of war, they have systematically become centers of war information. 4000 public libraries receive a selection of all government publications regularly. School libraries in general are serving as war information centers, not only for their schools, but for their communities as well, when no public library is accessible.

War information centers are usually equipped with pamphlets and government documents related to any question of fact which might concern the civilian in wartime. The center draws on the total resources of the library, which puts at the teacher's command related magazines and books. The Children's Bureau and the Office of Education have issued many pamphlets on children in wartime, and these are augmented by the publications of private organizations such

as the Child Education Foundation. The problems posed by the Children's Charter in War-time are treated in many of these.

Libraries will be glad to assemble material on the provision for schools in defense areas, the problems of handling young children in emergencies, the care of children whose mothers are working in defense plants, or any other specific question of interest to teachers. In some cities where staff and time permit, libraries are training teen-age girls to conduct story-hours for your children. Others are giving courses in story-telling for teachers. Where libraries do not have time to direct such activities themselves, librarians are willing to help teachers organize their own story-telling programs, and provide suitable stories.

English parents and teachers have discovered the importance of books in building the morale of children. Not only have they proved their value in relieving the tensions of war, but they have provided an elementary understanding of the principles for which their country is fighting, and the ways in which children can help to achieve victory. Children's librarians in public libraries and school librarians will welcome the opportunity to suggest books and reading programs. Conferences with librarians in the community will reveal in what ways the teacher's professional knowledge and school program can be enriched through books.



## COMMENTS FROM CLASSROOM TEACHERS

A Page Devoted to Suggestions and Comments from Our Members

In the December issue of *THE AMERICAN TEACHER* I enjoyed reading your article on the British Government's Plan for Educational Reconstruction, and also comments thereon by AFT members. I am a member of the AFT, Chicago local, and am a teacher in one of the city's high schools.

### Thinks British Plan Excellent

The British plan strikes me as excellent, particularly for its emphasis upon small schools. Frankly, I hold that large high schools are likely to be little more than factories, foolishly trying to turn out educated persons just as Ford turns out automobiles. A high school of 1000 pupils surely is large enough; perhaps not over 500 would be better. And I should think that grade schools ought to be even smaller. In big high schools—those of over 1000—the administrative officers do little or no supervision; they devote most of their time to what is business. In not a few instances in large high schools the class-room, usually considered by educators to be the heart of the school, becomes the least important feature of the education factory. Almost everything else seems to come first, whether it is dismissing the entire school for a period to hold a "pep" meeting for the football team, or to raise money for this or that fund. Cutting or ditching, a chronic evil in big schools, is reduced to a minimum in small high schools, as teachers in Chicago's branch high schools will testify.

The provision of the British plan for lunch and clothing, in part, where needed is excellent. In Chicago public schools we try to provide clothing for needy children through the Chicago School Children's Aid Society. After a good bit of experience on the committee to raise money for that society—I believe heartily in the purpose for which the money is used—I am convinced that funds for aiding such children should come from the local education authorities, and should not be raised largely or wholly from the pupils and teachers in school. By the latter method, classes are disrupted, teachers' time is taken from actual education, commercial movies are run solely to raise money—often pupils buy tickets to such movies just to get out of classes—and the entire instructional machinery of the school is disrupted. In fine, the loss to education in raising such funds by collections in school is vastly greater than the gain to the needy pupils. So I approve most highly the British plan of providing clothes for needy pupils out of taxes. For I still believe that the chief purpose of schools is education, not raising money for this need or that event, no matter how worthy the need or event may be in and of itself.

### Approves Teaching of Ethics

As to the British plan of giving religious instruction, I approve, provided that the teachers have an important voice in determining what is to be taught. Perhaps the French idea of teaching ethics would be better, espe-

cially for a nation with so many religious sects and denominations as America. Ethics certainly need to be taught in school; but care must be taken not to let such teaching become mere handing out of ethical theories together with turning in of reports to the principal and the district superintendent, so that they in turn may send them to some office or bureau at the central office. Somehow, this teaching of ethics must be made vital to the pupils by constantly linking it up with the daily life of the pupils in school, in the home, and on the street. For unless such ethical teaching functions, it loses much of its value. In this phase of ethics, Agnes Boyeson, principal of the Lindale School, Minneapolis, Minnesota, is doing excellent work. In her little book, *First Things First*, she gives a vivid account of her work and her success in that school.

### Bright Pupils Are Neglected

I agree fully with the comment of K. L. in the December issue that in high schools—at least in the large ones—we pedagogues are neglecting the ten to twenty per cent of the brighter pupils by gearing our class work to the ability of the average pupils, or even to the below-average ones. As gold is more valuable than silver, so, as a rule, the bright child is more valuable to society than the average or dull one. Democracy, I believe, demands that each pupil, whether bright, average, or dull, should be enabled to make the most of what in him lies. Each, then, should be afforded a chance to do what is best suited for him, and should also be expected to work up to his capacity. When school work is geared to the average, then both the bright and the dull are hurt. Since recent provisions for the dull have done a good deal for him, the bright pupil suffers not a little from neglect.

### Democracy Does Not Mean Uniformity

Smaller schools, smaller classes, greater knowledge by pupil and pedagogue of each other, more time for pupil-teacher conferences—these and other things ought to allow us pedagogues to give the bright pupils more of the attention that they deserve. Then, too, we Americans should rid our minds of the false notion that democracy means dead level uniformity; and we should fix firmly in our beings the truth that democracy means equality of opportunity. Such equality will inevitably lead to much individual difference, much variety. Such difference and variety are desirable. What hurts, what wastes people and social resources, is to deny equality of opportunity.

E. P.

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## NEW BOOKS

### The Book That Was "Required Writing"

UNION RIGHTS AND UNION DUTIES, by Joel Seidman. *New York: Harcourt, Brace and Company.* September, 1943. 238 pages. Price \$2.50.

For the past several years there has been a great need for this book on labor problems. With the tremendous growth in union membership since NRA days and the great increase in the power of the unions under the National Labor Relations Act, the activities of trade unions have perforce focused attention upon them. And while the Peglers and the Howard Smiths have concentrated upon and exaggerated the spectacular (though comparatively few) instances of racketeering, violence, and other evidences of strong-arm tactics, the true friend of labor has become increasingly concerned over, not only the public reaction to these well publicized incidents, but also the varied violations of democratic principles that have become foul excrescences upon the internal administration of a number of unions.

The author begins, logically enough, by laying down the principles of democratic procedure that should govern the conduct of unions. Then he proceeds to examine current practices in the light of these criteria, and finds that although the abuses are by far the exception rather than the general rule, they are nevertheless sufficiently numerous and significant to warrant close study and prompt corrective action. A brief citation of some of the abuses complained of will remind the reader of the general nature of the problem under discussion: suppression of minorities, infrequent elections, dishonest election procedures, excessive penalties for violation of union rules, discrimination in the distribution of jobs. Finally the book analyzes the proposals that have been made for remedying these ills and for increasing union responsibility, concluding with the author's own positive program of action. Chief hope is placed in reform from within the labor movement itself. But Mr. Seidman recognizes the realities of the situation when he insists that "some degree of [government] supervision for the common good" is inevitable and desirable. His two major recommendations for immediate governmental review relate to: first, the removal of inequitable restrictions on union membership; second, an impartial review of disciplinary procedure.

There is no doubt that these recommendations involve a great risk to the independence and freedom of the labor movement. But so does inaction, which really means surrender either to the forces of corruption and tyranny within the unions or to the enemies of labor who have more stringent and repressive measures up their sleeves.

To the friend of labor who refuses to budge from the traditional attitude of opposition to governmental interference in the internal affairs of unions, Mr. Seidman gives the obvious and significant reply. In two funda-

mental and decisive respects the labor movement is so differently situated today than it was a generation, even a decade, ago, that attitudes and policies which were taken for granted in the earlier days are far from meeting the needs of the current situation. For one thing, as has been indicated above, unions have grown in numerical strength and in power. Governmental recognition and enforcement of the collective bargaining status of unions is a far cry from governmental defense of yellow dog contracts. Increased power calls for increased responsibility. It is unthinkable that the public will long continue to allow even the possibility of a concatenation of these conditions: legal sanction to a collective labor agreement, a closed shop by means of which job opportunities are determined, and an undemocratic or corrupt union administration that may arbitrarily determine the conditions of union membership. Unions have become a quasi-public institution, and their affairs are a matter of public concern. The second recent significant development in the field of labor relations is the virtual disappearance of the violent and repressive opposition to unionism that was so prevalent among employers in this country not so long ago. Whereas a high degree of secrecy, labor bossism, and other high-handed practices were all too natural in a reign of terror atmosphere, they are quite untenable in a setting where results are achieved essentially through negotiation and public pressure and where strikes are a relatively peaceful affair.

Mr. Seidman brings to this all-important labor problem an informed mind, a heart that is in the right place (he has been very active in labor's political and economic struggles, and was a few years ago a vice-



Robert Stewart McElhinney, A.M.  
Indiana University



Henry Lester Smith, Ph.D.  
Dean of School of Education  
Indiana University

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president of the AFT), and a persuasive and disarming method. This last attribute of the book now remains to be considered.

Trade unionism is treated, not in isolation, but in relation to the many broad problems upon which it impinges. Above all, there is the pervasive problem of democracy. Trade unionism is very properly considered an important vehicle for industrial democracy as well as a means for implementing our political democracy. Furthermore, the practices of unions are evaluated in the light of the institutional background and attenuating conditions of individualism, employer hostility, and anti-labor judicial bias. The point is well made that union administration compares very favorably with that of business corporations. Rounding out this institutional approach, the author deals with the responsibilities not only of labor but also of employers and of government in this complex field of labor relations.

The book is a model of calm, objective writing (especially in the light of the author's known views on the "class struggle"). There is no doubt that Mr. Seidman evinces a high degree of labor statesmanship in his philosophy and in his program.

A wide and receptive audience should greet this book. It is readable enough for the general reader, yet sufficiently documented for the serious student. Though it cannot be said to be definitive, it is exploratory and searching. Unfortunately, it is rather too brief and therefore too cursory. (An interesting comparison is at hand, with the pamphlet "Democracy in Trade Unions," published in November, 1943, by the American Civil Liberties Union. The pamphlet takes a more limited field for its scope, but for the problems that it does treat it is far more specific and comprehensive, both in factual content and in recommendations.)

That the problems posed in this study demand an early and sound solution, is apparent to anyone in tune with the temper of the times. Public opinion polls have demonstrated convincingly that the American public in all economic strata favor governmental curbs upon union activities. If the problems are not solved constructively, they will be solved destructively. To the enemy of trade unionism the situation is a welcome handle for attacking unions and attempting to destroy them. To the labor movement it presents a challenge and an opportunity. As Mr. Seidman says, "The labor movement would be wise to support a program of reform proposed by those who wish to strengthen unionism, who seek to force the more backward unions to live up to standards which, for the most part, are already observed in the more progressive organizations."

It is regrettable that Mr. Seidman did not make a more exhaustive treatment of the subject. With this qualification, he has done justice to one of the major problems of the day.

CHARLES COGEN

*Member of the Executive Board, Local 2, New York, and teacher of economics at Bronx High School of Science.*

## "Talking" Science Library for High Schools

A "talking library" of science, which covers subjects ranging from little-known facts about your refrigerator and electric iron to the latest discoveries in the world of electronics, has been made available for loan to high school classes throughout the nation.

The library is made up of recordings of thirty programs selected from "Adventures in Research," a weekly radio feature produced by the Westinghouse Research Laboratories and designed to bring the world of science to both the high school student and the man-on-the-street. Typical programs include "Why Smash Atoms," "Today's Ben Franklin," "Virus—Enemy of Life," and "Science As a Career."

"Requests by teachers for transcriptions of the programs were so numerous," declared Charles W. MacLean, manager of Westinghouse School Service, "that we decided to work through a central lending source. We are now supplying transcriptions free of charge to the Federal Radio Education Committee of the U. S. Office of Education.

"High schools throughout the nation may borrow recordings of the program through the Committee's headquarters in Washington, D.C. In the meantime, the F.R.E.C. is planning to set up 25 loan centers in various parts of the country to supply the needs of schools in those areas."

## Lists of Films and Visual Material Prepared

The U. S. Office of Education has prepared a selected bibliography of lists of motion-picture films and other visual materials for instructional use as one means of assisting numerous inquirers who desire information in regard to specific types of available material and approved and tested methods of using and preparing educational films.

The lists include, for example, references to films on safety education, teaching health, conservation, world geography; films about China, the war, and the like, each adapted definitely to a specific teaching purpose. There are also films for the use of special groups, such as catalogs of motion pictures for vocational and technical schools, for primary school children, for furthering the purposes of the High-School Victory Corps; for church and community use; an educators' guide to free films, films for the community in wartime, etc.



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One of the Illustrations by A. D. F. Reinhardt in "The Races of Mankind."

## "The Races of Mankind"

A pamphlet of the Public Affairs Committee, Inc., 30 Rockefeller Plaza, N. Y. By Professor Ruth Benedict and Dr. Gene Weltfish. 10 cents.

Do the peoples of the earth have a common origin as the Bible says they have? Why do some people have light skins and others dark? What does the size of the brain or the shape of the head have to do with intelligence or character? Is everybody's blood the same, or isn't it? What are the tests of racial superiority or inferiority? Does the term "Aryan," as Hitler uses it, have any meaning? Is there a "pure" German? What's the difference between a "race" and a "nation"? Why are some people warlike and others peaceable? What races have made the greatest contributions to civilization? Why does race prejudice exist? Is there a cure for it?

We need the scientists on the race front in this war just as much as we need them on the production front, Professor Benedict and Dr. Weltfish declare.

Much is being done in this country, the authors conclude, to eliminate prejudice and encourage interracial cooperation, but more remains to be done so that America, with its great tradition of democracy, can "put its hand to the building of the United Nations, sure of support from all the yellow and the black races where the war is being fought, sure that victory in this war will be in the name, not of one race or of another, but of the universal Human Race."

*The Races of Mankind* is the 85th in a series of popular, factual, ten-cent pamphlets published by the Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York 20, N.Y.

## An Aid to Teachers and Students of Radio

### New Coil-Winding and RF Resonance Calculator

ALLIED RADIO CORPORATION, Chicago, announces the release of a new slide-rule type rapid calculator, permitting quick and accurate determination of

inductance, capacitance, and frequency components of series or parallel tuned RF circuits as well as inductance, turns-per-inch, wire type, wire size, coil diameter and coil length for single layer-wound solenoid type RF coils. All values, in either case, are found with a single setting of the slide and are accurate to within approximately 1% for coils ranging from 1/2-inch to 5 1/2 inches in diameter and 1/4-inch to 10 inches in length. All possible combinations within these limits are shown. *Wire types and sizes* include 11 to 35-gauge plain enamel, 11 to 36 gauge S.S.C., D.S.C. and S.C.C., and 12 to 36-gauge D.C.C. The rule is also engineered to indicate: *turns-per-inch* from 10 to 160; *inductance* from 0.1 to 15 microhenrys; *capacitance* from 3 to 1,000 micromicrofarads; *frequencies* from 400 kilocycles to 150 megacycles with equivalent wavelengths in meters. The speed and accuracy with which these factors can be related provide the engineer, maintenance man, service man, amateur, student, instructor, and experimenter with an invaluable tool. Priced at 25c each. Send order and money to ALLIED RADIO CORPORATION, 833 West Jackson Boulevard, Chicago 7, Illinois.

## Report on Juvenile Delinquency

Persons interested in the constructive measures being taken to counteract juvenile delinquency in this country may wish to see a report on that subject just compiled by the News Bureau of OWI from official sources. Current wartime juvenile manifestations are catalogued—the pick-up girl, the boy gangs, the teen-age runaways, the youthful "drunk and disorderly" records, the petty thieving, the truancy.

Under all the causes for these conditions casually given—crowded homes, crowded schools, lack of religion, lack of education, "spell" of the uniform, lure of the new pay check—three big and basic causes are found: (1) war itself, a sweeping disruptive factor in family life; (2) reduction of funds and personnel for children's preventive and protective services; (3) lack of community organization and cooperation.

If you wish a copy of the report, write to the Magazine Bureau of the Domestic Branch of the Office of War Information, Washington, D. C.



# NEWS FROM THE LOCALS

## Ohio Federation Works Out Program on Price Control

A program of action on price control and the cost of living was presented by the Teacher Welfare Committee of the Ohio Federation of Teachers and was adopted by the Executive Council. The committee recommended that the resolution regarding price control and cost of living adopted at the 1943 OFT convention, with two additions, become the program of action and that all Ohio locals become active participants in its successful promotion.

The resolution included the following points:

1. Protesting the "Hold the Line Order" from Washington, which freezes labor and wages, but not prices.
2. Favoring a roll-back of prices to the level of September, 1942, at the time when wages were originally stabilized.
3. Favoring a carefully controlled subsidy program.
4. Favoring uniform grade labeling (and more generally, steps to prevent evasion of price control by lowering of quality).
5. Favoring uniform and universal price ceilings at least in the large regions of the country.
6. Demanding strict enforcement of any price control policy.
7. Urging OFT membership to mobilize itself and act in the capacity of price wardens to insure a stricter compliance of price control.

The two additions recommended by the committee as part of the program were:

1. Favoring continuance of the Rent Control Program.
2. Favoring a strong OPA, staffed with local supporters of price control, given adequate funds for enforcement, with full powers to compel delivery of merchandise to areas where they are needed and headed actively by the public and state and local governments in the job of enforcement.

To implement this program of action, the committee recommended that all AFT locals in Ohio:

1. Conduct a penny post-card

## Serious Delinquency Problem in Parts of New York City

**2** NEW YORK, N. Y.—In the November 26th issue of the *Guild Bulletin*, Mrs. Rebecca Simonson, president of the New York local, discusses the serious delinquency problem which exists in some parts of New York City:

"Dr. Wade, the other day, conferred with Commissioner Valentine on school protection against intruders. He disclosed that policemen have now been assigned to schools in Harlem and some other sections of this city.

"How well do we remember, many, many months ago, the expressions of horror by the Mayor, school authorities, and 'liberals' in education, when the Teachers Guild recommended that just such protection be given to our teachers.

"Our simple request did not even touch on the matter of discipline within the school. The teacher-pupil relationship was in no way involved, neither was the approach nor method within the classroom. Yet the mere mention of 'police' scared and even shocked some who haven't the courage to deal realistically with the problem and who therefore hide beneath a spurious cloak of virtue . . .

"Our city has finally recognized the problem of the intruder in our schools. Is it not high time courageously and sincerely to cope with the problem of delinquency within the schools? True, there has been some attempt to do so—an extension of the community school in several spots of our system. But the desperate condition is not being met by such scattered attempts.

"We know of no place in our society where men—and worse still, women—are expected to endure in the ordinary routine of the day the indignities to which teachers are subjected in many of our schools. We know that the problem is complicated by conditions outside as well as inside of the school. Our delinquency report makes that plain. But an assignment to some sections of our city continues to be the worst thing which may happen to a teacher. Let us not avoid the issue by protesting that she is lazy or lacking in idealism. She is placed in a position where she can meet only with frustration. And the daily humiliations along the way destroy her spirit and morale.

"The perpetuation of such unhealthy conditions as have existed for too many years is an admission either of indifference to a crying need or of inadequacy and inability to cope with serious problems.

"Let there be no refuge in lofty words. An air of superiority will not minimize the impossible situations in which many teachers continue to find themselves. The children's happiness and welfare, we must remember, is tied up with that of their teachers.

"So, will His Honor the Mayor, and all others responsible, do something!"

campaign to Washington demanding of the respective congressional representatives that they take definite action on some point or points outlined in the above program of action.

2. Insist that the Central Labor Unions with which they are affiliated adopt some program of

action in regard to price control which is in accord with that passed upon jointly by AFL and CIO.

3. Cooperate fully with the program that is adopted.

Miss Alice Bremfoerder is chairman of the Teacher Welfare Committee.

## AFT Locals Have Booth at Missouri Convention

**420 & 680** LOCALS 420 and 680 maintained a booth at the convention of the Missouri State Teachers Association in St. Louis, Nov. 3 to 5. Local 680 prepared a large electrically lighted A. F. T. emblem for the booth, which was very impressive and the source of much favorable comment.

A number of county superintendents as well as teachers from all parts of the state stopped for information about the American Federation of Teachers and many left their names on the registration book. National Vice-President Miss Mary E. Moulton and Mr. Lawless, who came as delegates to the convention from Kansas City, and Mr. Harry R. Hazel, field representative of the American Federation of Teachers, assisted at the booth.

During the convention a temporary committee was set up to work out plans for a state committee or a state federation of teachers. All the locals are anxious to start work on a state legislative program.

Local 420 recently sent to all teachers in St. Louis a leaflet called "A Tale of Ten Cities" containing the program of the local and a condensation of "A Tale of Ten Cities" published by the National Office. Enclosed with this was other A. F. T. literature. The local is planning to send this publicity material to teachers in St. Louis County.

SARAH L. LEWIS,  
Secretary, Local 420.

## Woman Presides at Session of CLU

**484** SPRINGFIELD, MASS.—The Springfield, Mass. *Daily News* carried the following item, which is of interest to all AFT members, especially the feminine members:

"A woman presided at a recent meeting of the Springfield, Mass., Central Labor Union for what may have been the first time in the history of the organization.

"Miss Robenia F. Anthony, of the Springfield Classical High School faculty, and a member of the Teachers' Union, Local 484, who is fourth vice-president of the CLU, assumed the gavel for a short while when John J. Kiely, presiding, left the chair to speak from the floor in a discussion of joint AFL-CIO action.

"Kiely was presiding in the absence of George E. Hayes, president, who was in Boston at the AFL national convention.

"Miss Anthony was elected a vice-president several months ago, to fill a vacancy caused by the resignation of Patrick W. Harrigan, now in the army."

## Carteret Teachers Receive Increase in Pay

**778** CARTERET, N. J.—Last May 68 of the 100 teachers of Carteret, New Jersey, organized Local 778, with the following officers: President, Francis McCarthy; vice presidents, Loretta Powers and Ethel Mercer; secretary, Loretta Algozzine; treasurer, Sadie Berson.

In June, for the second time in 15

years, the Board of Education granted increments to all employees. The increments were given on an adjustment basis, those in the higher brackets receiving the lowest amount. The minimum salary in the grades is \$1,200, the maximum, \$2,500; in high school the minimum is \$1,700, and the maximum \$2,900-3,000. The increments included an extra \$100 for teachers with an M.A. degree. A bonus of \$75 for each teacher is provided for Christmas. There is no definite salary schedule.

The Carteret teachers have asked for a permanent salary schedule—one that will provide an adequate increment each year for every teacher and a higher minimum and maximum salary in both grades and high school.

## Erie Members Now Occupy Important Posts

**337** ERIE, PA.—Dr. Paul V. Glatzert, past president of the Erie local and for many years its representative in the Erie Central Labor Union, is now teaching political science at Wittenberg College. Dr. Glatzert received his doctorate from the University of Pittsburgh in June, 1942.

\* \* \*

Robert Hickman, Local 337's delegate to the Erie Central Labor Union, represented the central labor body at the "Roll Back" Consumers Conference in Washington, D. C.

Mr. Hickman was recently appointed to serve on the War Manpower Commission for the Erie area.



AFT BOOTH AT MISSOURI TEACHERS' CONVENTION

Left to right—Standing: Harry R. Hazel, Field Representative, American Federation of Teachers; Harry Guest, President, Vocational Teachers Federation of St. Louis, Local 680; Charles F. Kincaid, Second Vice-President, Teachers Union of St. Louis and St. Louis County, Local 420. Seated: Eugene M. Hahnel, President, Local 420; Sarah L. Lewis, Secretary, Local 420; Mary E. Moulton, National Vice-President.

## FORDSON LOCAL URGES EQUAL PAY FOR EQUAL WORK

**681** FORDSON, MICH.—A recent issue of the *Fordson Teacher* contains an unusually forceful statement of the arguments for equal pay for equal work. The statement follows:

We submit that *we are unalterably opposed to any discrimination based on sex or material status for the following reasons:*

1. Teachers should get equal pay for equal work merely as a matter of justice. Discrimination is undemocratic.

2. We are a professional group hired to do a job as efficiently as possible. *Training, experience and ability* are the professional criteria which must determine salary and promotions. The fact that these criteria are not now universally applied is no argument for departing from them further.

3. Even if we accept family responsibility as a further criterion, married men are not the only ones with these responsibilities. The story of the single son or daughter carrying heavy responsibility is too old to repeat. If family responsibility is the criterion, let's investigate dependency and give a bonus for each dependent.

4. The duty of the Board of Education is to insure the most efficient education possible for our children. It is not a welfare agency distributing largess on the basis of need. Any competent business is interested in employee efficiency, and no chemist, for example, would receive extra pay merely because he was married.

5. The fact that more money is deemed justifiable for married men admits that teachers receive a marginal pay. It is a confession that teachers can not marry and take a normal part in the community under the regular salary schedule. The F. F. T. insists upon a professional salary—not a marginal wage.

6. Experience shows that married men themselves and the profession suffer by this discrimination. In a nearby community there is a salary difference of three hundred dollars based on marital status. Men are "as scarce as hen's teeth" in that system. Economy-minded boards seek a cheap labor market and have told the men that "anybody can teach." In periods of retrenchment when staffs are being cut, experience shows that school boards tend to favor the cheap market.

7. Discrimination either purposely plans for or unconsciously promotes disunity in the teaching ranks. Playing the lower bracket group against the upper, the married against the single, the men against the women, is as old as the Roman "divide et impera." Dangling one hundred dollars (approximately a nickel per hour) under the nose of men enjoying "married bliss" seems a crude way of buying off professional ethics, and is to many married men an insult to intelligence.

## Local Opposes Releasing Students for Employment

**482** PATERSON, N. J.—At the November meeting of the Paterson Teachers Union the membership considered a request from the Central Trades and Labor Council for recommendations on the problem of school age youth in industry. The report of the Central Labor Union delegate revealed that a conference was held recently to discuss the possibility of releasing students for alternate weeks over a

period of time for industrial employment. The idea, advanced by representatives of industry to relieve the labor situation, was strongly opposed by the labor delegates present as an unnecessary exploitation of youthful resources.

Local 482 went on record opposing the closing of the schools at any time other than the normal time and also passed a motion to report to the Central Labor Union that on the subject of child labor the Paterson Teachers' Union favored full en-

## Students and Employers Aided by Coordinator

**59 & 238** MINNEAPOLIS, MINN. — Pro-

tection of the school and health interests of Minneapolis students, and the cooperation of employers in working toward this end, are the concern of an employment coordinator, Margaret Andrews.

The labor market in Minneapolis is becoming tighter, and, therefore, more students are being used than ever before. This means increased violations of labor laws and standards.

Miss Andrews takes all job orders; so every phase of the job is cleared before the school counselor lists it or a student is referred.

This clearing is made possible through the agreement of many of the large employers in the city to an arrangement whereby they interview Minneapolis high school students only if they present a card of introduction issued by the school counselor. The card gives the social security number and the correct age.

The employer is informed through these cards under what conditions the child may legally work because of his age, and the school is assured that the student is satisfactory in his academic and his health record.

Miss Andrews, who is now working with a committee composed of labor, management, education, and government representatives, is in close touch with the industrial commission and the wage and hour commission in reporting cases where employers are belligerent or unwilling to conform to the labor laws.

The employment coordinator has been able through the work reports made by every high school student recently to discuss laws and standards with the student, and to suggest reduced work loads if the school or health record of the student is affected.

Through these contacts, Miss Andrews has also been able to interview employers in order to work out more satisfactory schedules.

forcement in this area of the rules released by the War Manpower Commission. These rules clearly recognize that the first obligation and responsibility of youth, even in wartime, is to take full advantage of their educational opportunities to prepare themselves for postwar services and the duties of citizenship.



## Philadelphia Local Opposes Needless Use of Child Labor

On December 4 a large number of boys and girls left the Philadelphia schools for jobs in department stores, chain food stores, and the like. On December 17 all but three high schools shut down to make available approximately 25,000 pupils for work in the post office and elsewhere. Of such working pupils an increasing percentage will never go back to a full school day, as under a new Work-School plan they are being offered as little as one major subject.

This novel program of education was adopted by the Board of Superintendents "on the suggestion of the Philadelphia Merchants Association, the Chain Store Council, and the Retail & Wholesale Committee of the Chamber of Commerce Board of Trade." (*Philadelphia Record*, November 18.)

Calling attention to the grave responsibility of helping employers recruit workers from among school children, Local 3 recommended that the School Board at once convoke an advisory committee, including representatives not only from business and industry but from the War Manpower Commission, parent groups, and organized labor. Earlier Local 3 in an open letter to the Superintendent, had asked whether the Manpower Commission had been consulted, and whether the employers with whom the school authorities were cooperating had exhausted the adult labor market before going after the school children. From other sources, it was learned that the area Manpower director, John N. Patterson, had notified the school authorities that: "The Philadelphia community is still in a position to supply sufficient part-time workers to meet all present demands without dependence upon the in-school population . . . There is absolutely no reason . . . why the schools should be subjected to pressures demanding alterations of the school program which are educationally inadvisable . . ."

In its letter to the Superintendent Local 3 had also questioned the legality of permitting the employment of

14 and 15 year olds during school hours. The question had already been covered by the school authorities in a bulletin issued to schools, October 15, viz.: "Inasmuch as the school law requires the full time attendance of 14 and 15 year old pupils . . . the part-time employment during school hours thereby becomes part of the pupil's school program . . ." Not convinced by this reasoning, the U. S. Children's Bureau has ordered the program of recruiting the 14 and 15 year olds stopped. Since the Federal Bureau has jurisdiction only in inter-state commerce, the school authorities have advised the schools that the 14 and 15 year olds may work during school hours only for firms not engaged in inter-state commerce. The school authorities have conspicuously not advised the schools to urge the children away from the labor market.

But recently the WMC, the U. S. Office of Education, and the U. S. Children's Bureau jointly stated: "The first obligation of school youth is to take advantage of their educational opportunities. Likewise, school authorities, employers, parents . . . should recognize their obligations to safeguard the welfare and the physical and intellectual development of youth." The military authorities have insisted to the same effect.

Commenting on the exodus of boys and girls from the high school into jobs, Colonel Adamson of the American Air Force called it "a retreat as detrimental to our quest for victory as any single collapse in any combat theater."

Local 3 points out that a properly administered school-work program for non-academic youth would have to be hedged about by many safeguards, and evaluated by educational standards. On such terms the program would not be suspected of being a recruiting device for child labor. But the present employment drive, Local 3 insists, will result in the defeat of the school system. This is, *if it is not stopped*.

## Wilmington Local Offers Recreational Program to Curb Delinquency

From the "Wilmington Morning News," December 10

**762** WILMINGTON, DEL.—Permission to open some city schools at night for a recreational program to combat juvenile delinquency in Wilmington is being sought by the Wilmington Federation of Teachers, Local 762, A. F. L., in a plan for the winter that is being financed by American Federation of Labor unions of the state.

The plan, now complete except for the formal action of Board of Education officials, is designed to take children of the 'teen age off city streets for one or two nights a week with programs running simultaneously in schools to be designated later. The program is expected to start immediately after Christmas and will be enlarged if successful.

Thirteen union groups before whom the plan has been outlined by members of the teachers' federation have donated more than \$1,000 to the committee in charge for the purchase of equipment and expenses. Mrs. Kay Field is committee chairman.

An advertising campaign, headed by Paul Leber, is being planned in which parents will be urged to keep children out of industry until they have completed high school.

Mrs. Evelyn H. Dickey, president of the teacher federation, said the plan was started by the teachers in an "attempt to do something about the much-talked-about juvenile delinquency problem."

"We feel that as teachers it is our duty to adopt lead-

ership in any problem affecting Wilmington's children, and a canvass of the federation members showed that they were willing to donate time on a project to combat any delinquency.

"Because the cost was too high for our federation alone, we decided to ask the support of the various unions of Delaware affiliated with the American Federation of Labor. The response was surprising and showed that the average man and woman were well aware that something should be done, and willing to support any helpful movement.

"After the plan was outlined the response was instantaneous, some of the unions donating money on the spot," she said.

The teachers will present dances to the 'teen age group children free of charge and will open "milk bars" for serving of refreshments on the evenings the dances are held. A small charge will be made for the refreshments.

Records and any equipment needed for recording purposes will be purchased from the money already received. Operating expenses will also be taken from this sum.

The members of the federation will donate their time as hostesses, serving refreshments, and door committee-

men, rotating so that each interested teacher can share in the project.

Later it is planned to present a program of games and other entertainment suitable for younger children.

Mrs. Dickey said the advertising program was decided after it was brought to the attention of the federation that 900,000 children throughout the nation have left school this year for high paying war industry positions. "We feel this is going to cause a tremendous hardship on these children 10 years from now and will create a huge pool of unskilled labor at that time," Mrs. Dickey said. "The situation should be brought to the attention of the parents, who are the only ones who can do anything about it," she added.

Mrs. Field is being assisted with the work by W. Frank Newlin, James Gardiner, Miss Phyllis Lofink, Miss Eva Hartzel, Miss Dorothy McGowan, Miss Rose Panareillo and Miss Pauline Young.

Among the union groups already visited by the federation committee are: Central Labor Union, Delaware State Federation of Labor, Wilmington Building and Trades Council, Bakery Union, Bricklayers, Carpenters and Joiners, Lathers, Musicians, Typographical, Painters, Plumbers, Printing Pressmen, Stage Employees, and Trolleyman.

## Chicago Making Progress Toward Single Salary Schedule

The Chicago Teachers Union, Local 1, believes that it is making real progress toward obtaining a single salary schedule.

In accepting the charter for the new Chicago local in October, 1937, the president said: "Insofar as salary schedules are concerned, the Chicago Teachers Union will stand for a single salary schedule for teachers of equal educational qualifications and equal services." Ever since that time the union has been trying to secure the adoption of a satisfactory single salary schedule.

Of course it took some time to formulate a schedule that was acceptable to the different groups of teachers within the union and to gather data on salary schedules in operation throughout the country. After this preliminary work was done several unsuccessful attempts were made to secure adoption of a schedule that would be fair to the elementary teachers, whose maximum salary is \$1300 below the high school maximum.

By September, 1943, the situation of the elementary teachers had become so desperate that the School Finance and Taxation Committee was directed by the Executive Board to have as its first order of business the securing of a single salary schedule.

On the basis of considerable research a one-page statement was drawn up and sent to the Superintendent of Schools, to every member of the Board of Education, to Mayor Kelly, and to the officials of the Illinois and Chicago Federations of Labor. A letter from the president of the union went to the president of the Board of Education asking for an interview on the great need of the elementary teachers and the plan which the union was suggesting for alleviating that need.

At a meeting with the Board on November 26 the union officers, the chairman of the Finance Committee, and several elementary teachers exhibited charts, graphs, and analyses showing the small amount left to elementary teachers after required deductions were taken from each monthly check, and how this meant a standard of living below what has been established by Labor as a decent living wage.

The teacher representatives were well received by the Board of Education, and while no promises were made, they left the conference with the feeling that since their request was not refused, the Board would give serious consideration to the union proposal.

Since the meeting with the Board, *Federation News*, the official publication of the Chicago Federation of Labor, has carried a full story of the need of the elementary teachers, of the appeal to the Federation for help, and the resolution adopted by the Federation. The resolution endorsed the single salary schedule and specified that copies of the resolution be sent to Mayor Kelly, to Superintendent Johnson, and to members of the Board of Education. The resolution has been sent also to the affiliate locals asking that they request favorable action by letters to the Mayor, the Superintendent, and the Board.

The Teachers Union has issued fifteen thousand copies of a four-page folder giving detailed information which shows in what ways better schools for Chicago's children will result from a single salary schedule. Copies of this folder have been sent to every teacher and to many civic groups, and additional copies have been sent to every school delegate for the P.-T.A. in each school.

### CHICAGO ELEMENTARY TEACHERS' SALARY

1st Year Salary	5th Year Salary	Maximum (9th Year)
1500	2000	2500
50 Pension	70 Pension	120 Pension
1450	1930	2380
150 Bonds	200 Bonds	250 Bonds
1300	1730	2130
184 Withholding	344 Withholding	424 Withholding
1116 ÷ 12 =	1386 ÷ 12 =	1706 ÷ 12 =
93 Monthly	115.50 Monthly	142.17 Monthly

#### BUDGET

	(1)	(5)	(Maximum)
Shelter (25%)	23.25	28.86	35.54
Food (20%)	18.60	23.10	28.43
Clothing (15%)	13.95	17.33	21.39
Operating (15%)	13.95	17.33	21.39
Advancement (15%)	13.95	17.33	21.39
Savings (10%)	9.30	11.55	14.31
	93.00	115.50	142.17

Among the material presented in the folder was this table showing how much could be budgeted for rent, food, etc., out of the present elementary salary.

#### Proposed Schedule Based on Experience

The proposed schedule offered by the Chicago Teachers Union differs from many already established in that it is based wholly on experience, rather than on the accumulation of credits for a degree. It was felt that our boys and girls would benefit more if teachers studied whatever would be most helpful to them in their work and kept in touch with the most recent developments in their field, instead of taking courses required for a higher degree.

According to the proposed schedule an elementary teacher would receive five-sixths of the salary paid to a high school teacher of the same experience. The basis for the five to six ratio is that the Chicago elementary

teacher works in school five hours daily, whereas the Chicago high school teacher works six hours.

It is interesting to note that the maximum salary of an elementary principal in Chicago is \$50.00 more than five-sixths of the maximum salary paid to high school principals. A near precedent has thus been established.

While much has been done to persuade the Board to establish a schedule that will obtain and keep in the elementary grades the type of teacher urgently needed today in our Chicago system, the union realizes that its task has not been completed and will not be until the public understands the absolute necessity for assisting the Board to obtain funds enough to put such a schedule into effect.



LOOKING AT THE PHOTOGRAPH EXHIBIT AT THE OPEN HOUSE GIVEN BY THE CHICAGO TEACHERS UNION ON DEC. 11

Ira Turley, President; Mrs. Martha Raymoth, Financial Secretary and owner of the photographs in the exhibit; Helen Woelfel, Treasurer; Joseph Landis, AFT President; Charlotte Russell, Assistant to President Turley; Mrs. Minnie Zeigler, Social Committee Chairman.





**Lillian Herstein, Principal Labor Relations Representative, Consultant on Women's Problems, WPB**

In reply to an inquiry about the nature of her new job, Lillian Herstein, of Local 1, Chicago, now working in Los Angeles in the Office of Labor Production, WPB, writes as follows:

"My job is to find out the problems affecting women working in aircraft. My assignment in Southern California was due to the fact that a great percentage of the aircraft produced in the entire nation is made in this area. With more and more men entering the Armed Forces, more and more women are needed in aircraft. It is expected that very soon 50% of the total labor force working in aircraft will be women.

"They have great difficulties in sticking to the job, chiefly because women gainfully employed are always carrying on two jobs, one as a worker and the other as the head of a household. There are the added problems in this area of transportation, shopping, etc. I am at present concentrating my efforts in the area to getting more child care facilities for the children of these working mothers.

"I am also working with the other Federal Agencies in the area and the local agencies in an endeavor to get the community facilities geared to the needs of the working women. For example, stores in this area still are not open at night. The management of the plants is doing a good deal to meet the problem.

"I have worked also in the San San Diego area and will be going north from here and will be working in San Francisco and Seattle, where a great many women are working in aircraft and particularly in the shipyards in the northern part of the State."

## British Labor Leader Speaks in Detroit

By I. L. KERRISON, LOCAL 231

Particularly pertinent because of the inflationary threat now facing Americans was the address given before a luncheon group of Detroit AFL and CIO members by the Honorable James Griffiths, British labor M.P. at the Detroit Leland Hotel on November 20. This luncheon was under the auspices of AFT Local 231.

Mr. Griffiths informed his hearers of the position of the British worker today, of the Labor Party's plans for the future, and of his own hopes for an international labor movement.

The crisis of 1940, when Hitler stood at Britain's door, produced some stringent legislation, accepted by British labor as necessary to meet the emergency.

The Essential Works Act froze workers in essential industries to their jobs. A guaranteed weekly wage compensated somewhat for this loss of freedom. This latter provision of the act has made the British worker determined that never again will he submit to unemployment. He has seen a guaranteed wage paid without difficulty for four long years.

Price control came at the same time as wage control, with the net result that the cost of living in Britain has risen only 30% since 1939. This is in startling contrast to the 165% rise in living costs during the last war.

Rents were frozen at levels existing on September 3, 1939. A strict food rationing policy was enforced from about the same date. The liberal use of subsidies for the past three years has made possible a rise in food costs of only 18%, and a national state of health better than it has been for a generation.

The British worker has discovered that an economy can be controlled for the good of all; he has found out that there are no immutable economic laws. He now understands that wealth is not merely money; it is application of labor to material resources. His economic system is no longer an end in itself; it is the means toward the end of satisfaction of human wants. Efficient use of manpower and resources has enabled his country to meet successfully the severest crisis in its long history. There is no likelihood that he will again be satisfied with the old methods of meeting crises of peacetime depression and unemployment.

For the bright future which it now

knows is possible, British labor is making plans. As a necessary safeguard it recognizes the present duty of labor to protect the interests of workers in the armed forces. While labor has given up certain of its long established rights in order to expedite the war effort, it has also forced the passage of a Parliamentary act guaranteeing in writing the return of the things given up temporarily.

Mr. Griffiths feels that the war will have a profound effect on the worker's mind and effort in Britain and elsewhere. He sees a healthy sign in the fact that, twenty-four hours after Mussolini's fall, Italian labor, after twenty years underground, brought forth programs in Milan and Turin. If such democratic forces are allowed to prevail, working class governments will come in many countries now dominated by selfish big business interests. To ensure success for labor governments we shall need a strong international labor movement. Can world labor unite and rise to meet the needs of the day?

Labor the world over should give thought to and should work for the four decencies which British labor hopes will come out of a successful struggle for the four freedoms. Every worker must be guaranteed a decent job, a decent home, a decent education, and decent care in time of adversity.

### Rebecca Simonson, Charles Allen Address Local 775

**775** IRVINGTON, N. J.—The large number of members who attended the November meeting of the Irvington Federation of Teachers, Local 775, heard two excellent speakers.

Mrs. Rebecca Simonson, president of the New York Teachers' Guild, Local 2, besides pointing out some of the conditions prevailing in the New York City schools, discussed the advantages and desirability of teacher membership in an organized local affiliated with the American Federation of Labor.

Mr. Charles Allen, Public Relations Director of the Newark Teachers' Union, militantly urged all teachers to stand together in the current fight for maintenance of educational standards, equalization of teacher salaries with the rising costs of living, and establishment of contractual rights of teachers in the state of New Jersey.

# Labor Notes

By MEYER HALUSHKA, Local 1

## Four American Unionists Tour British Industries

Four American trade unionists are touring the war industries of England, meeting British workers, exchanging ideas with them on unionism, and observing how British industry produces.

They are: Stanley Ceizyk, North Hollywood, Calif. (International Association of Machinists, AFL); Otto O. Butler, East St. Louis, Ill. (Chemical Workers Union, AFL); Joseph Smith, Detroit, Mich. (United Auto Workers, CIO); and Hugh T. Mahoney, Bethlehem, Pa. (United Steel Workers, CIO).

The four Americans will spend a month in Britain and then will return with four British workers, who will tour war industries in America.

## Labor in Other Lands

Public demonstrations in support of Argentine workers who struck against the pro-fascist Ramirez government took place in 16 Latin American countries, under the direction of the Confederation of Latin American Workers (CTAL).

\* \* \*

Of the single women between the ages of 18 and 40 in Great Britain, over 90 percent are engaged in the war effort.

\* \* \*

Trade union membership in Switzerland has increased steadily since 1940. Out of a total population of approximately 4,300,000 there are 231,277 who belong to unions.

\* \* \*

In Australia nearly one-third of the war workers are women.

## IBEW Awarded Damages

On July 3, 1939, an item appeared in a McClure Syndicate column charging that a North Carolina youngster joined the International Brotherhood of Electrical Workers (AFL) "for a price" and consequently was making \$175 to \$200 a week at the New York World's Fair.

Union members promptly wrote in to the *Daily Argus*, where the article appeared, declaring the story to be false and a slanderous insinuation, and demanded a retraction. These protests were ignored. Then Local 3 of the IBEW brought suit against the McClure Newspaper Inc. and the

Westchester Newspaper Inc., owners of the *Daily Argus*, for libel.

After prolonged court negotiations the defendants agreed to publish a retraction in all their papers and paid the union \$22,500 as damages.

## Food Subsidies Supported by William Green

AFL President William Green appeared before the Senate Banking and Currency Committee and demanded immediate restoration by Congress of food subsidies to prevent inflation.

He insisted that the expenditure of even a billion dollars for such subsidies would save the government many more billions in the purchase of food and war materials, besides considerable savings to the consuming public.

He reminded Congress that more than a year ago it made a solemn promise to the American people by the passage of the Economic Stabilization Act that prices and wages would be stabilized at the levels prevailing September 15, 1942.

Wages have been stabilized, declared Mr. Green, but price control has been ineffective and as a result the cost of living has continued to mount. If Congress persists in killing the Administration's subsidy plan it will destroy all the effectiveness of price control and force labor to seek general wage increases to make up for higher living costs.

## Frances Perkins Discusses Labor's Role in the War

Labor's role in the war is threefold, said Secretary of Labor Frances Perkins. First, individual workers and their unions are buying \$300,000,000 in war bonds every month, "enough to produce 1,000 Flying Fortresses every 30 days."

Second, "they are giving their sons and daughters to the armed forces. Over 2,000,000 gallant trade union members are fighting our fight on land, sea, and air in all parts of the world."

Third, "the wage workers are giving their fighting kin stout support on the production lines. By their labor they have produced record quantities of the implements of war."

## "Closed Shop" Upheld by Florida Supreme Court

Three years ago Attorney General Tom Watson of Florida launched a campaign to outlaw "closed shop" clauses in union contracts.

Recently the State Supreme Court of Florida handed down a decision upholding such contracts. It ruled that the "closed" or union shop does not restrain or interfere with the right to work and does not hamper the war effort as charged.

The Court found the closed shop contracts were not against public policy, for in at least three laws—the Norris-La Guardia Act, the Sherman Anti-Trust Act, and the National Labor Relations Act—Congress "has affirmed the rights of laborers to combine and act in the interest of the group."

It further said: "We admit that every man and woman not lawfully incarcerated or otherwise incapacitated has the right to work and earn a livelihood. But it does not follow that all have the right to require any particular person, firm, or corporation to give them employment as a matter of right of contract between employer and employee. The right of contract has been lawfully exercised in the present case."

"The parties may negotiate any contracts not contrary to law and good morals. Management is free to hire only union men if it chooses. Likewise, labor is free to work with only union men if it chooses. The fact that a few laborers may be denied work in the particular plant or shop, unless they join the union, will not of itself vitiate such contract."

In this case it was proven that labor turnover had decreased since the signing of the closed shop contracts with the unions and that active cooperation of labor and management had speeded up the war effort.

## "Join a Union!"

At a recent press conference William H. Davis, chairman of the War Labor Board, was asked how an unorganized white collar worker could get pay increases under WLB machinery.

"Well," said Davis, "one way is to join an organization. That is the way I would do it."

**New ARC Folder Aids Unions  
Recruit Volunteer Donors**

## **Blood for the Armed Forces**



**Enlist through Your Union  
As a Red Cross Blood Donor**

Union locals recruiting volunteer donors of blood for the armed forces may obtain a new Red Cross folder (cover shown above) through local Red Cross Blood Donor Centers. Issued in connection with the Blood Donor Honor Roll Plan and designed for mass distribution among union members, the folder contains messages from national labor leaders, pictures and suggestions on an organized program of enlisting donors through union committees.